

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is an important aspect in English. Speaking and other skills of English cannot be separated with each other because they consist of important elements. Speaking is one of the productive skills in which the message is spoken. Speaking activities involve two or more people who use the language for interactional or transactional purpose. This skill is required in order that learner of English not only know how to produce specific points of English but also know how to understand kind of context to produce English.

Speaking English becomes a need for people, especially for the students. Some of them may study at formal school, and some others may take an English course. The students also take extra lesson to learn English, especially English conversation.

Speaking is the most important skill, because it is one of the abilities to carry out conversation meaning, receiving, and processing information. Also, speaking happens in real time. One cannot edit and revise what he / she wishes to say.¹ Ur in Wen- Chung Liu suggested that of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively, the most important: people who know a language are referred to as a ‘speaker’ of that language, as if speaking included all other kinds of knowing.²

Bailey and Savage in Marianne-Celce Murcia say that speaking in a second or foreign language has often been viewed as the most demanding of the four skills.³

¹ David Nunan, *Practical English Language Teaching: Speaking* (By: Kathleen M. Bailey) (New York: Mc.Graw Hill, 2003) P: 48

² Wen- Chung Liu; *Memorization & Improvement : (A Comparison Of Two Strategies In The Oral Acquisition Of English As A Second Language)*: Australia: Australian Catholic University: 2006. P: 1: <http://dlibrary.acu.edu.au/digitalthesis/..01troat.pdf>

³ Marianne-Celce Muria. *Teaching English as a Second or Foreign Language (3rd ed)* (Boston: Heinle & Heinle, 2001), p. 103

In mastering speaking is not easy. It seems that English is still as a stranger language which is difficult to read, to say, and to remember. Although they have studied English earlier, even starting from elementary school. This problem may happen because of lack of vocabulary, grammar, correct pronunciation, technique or method, shy, or the environment like their parents speak by using their mother tongue.

Most of the learners often evaluate their success in language learning as well as the effectiveness of their English in speaking. Consequency, students must understand what components that are involved in speaking skill to measure their speaking proviciency, such as accent, grammar, fluency, and comprehension.⁴

Speaking is one of the skills in mastering English that must be taught and learned in junior high school. In teaching and learning process, English is taught based on school based on curriculum (KTSP) that states standard competence of English is to make students know how to express the meaning in a transactional and an interpersonal conversation to interact in daily life context.

Based on the curriculum, published by Badan Standar Nasional Pendidikan, students in second grade of junior high school must achieve two competences.⁵ And according to syllabus, there are two basic competences that should be achieved by the students of junior high school in first semester. The first competence is Standard Competence which refers to capability of students expected to be able to express the meaning of transactional and interpersonal conversation in daily life context. The second competence is Basic Competence which refers to capability of students to express meaning of transactional and interpersonal

⁴ Arthur Hughes. *Testing For Language Teacher*, (Cambridge: Cambridge University Press. 2003) P: 131-132

⁵ Badan Standar Nasional Pendidikan. *Standar Kompetensi dan Kompetensi Dasar SMP/MTS*. (Jakarta, 2006), p. 129

conversation accurately, fluently, and acceptably by using various simple oral languages in daily life context.⁶ The basic competence in speaking refers to express meaning in transactional and interpersonal conversation accurately, fluently, and acceptably in the forms of texts such as *descriptive* and *recount*.

In MTs Darul Hikmah Pekanbaru, English is taught twice a week with time duration 40 minutes per hour with the passing grade standard is 70. In the school, speaking is taught integrated with the three other skills. Thus, the students should achieve the passing grade that has been decided.

In order to fulfill and achieve the standard, the teachers teach the students by using some techniques which are hoped to improve students' learning of English, some of them are three phase technique and others are conventional techniques.

Ideally, what had been taught by the teacher to the students by using good techniques make the students able to speak English well. Unfortunately, the teacher still applies traditional method in teaching, for example: teacher make the students keep learning English through teachers' explanation of new words or grammar. Based on the writer's observation result at MTs Darul Hikmah Pekanbaru, the students' speaking skill was far from the expectation. The students still faced difficulties in speaking English.

This problem can be seen from several phenomena as follows :

1. The students cannot produce some words or sentences, because of lack of vocabulary.
2. The students still use incorrect grammar in speaking.
3. The students do not know how to pronounce some words correctly.
4. The students cannot speak fluently.
5. The students cannot infer the information, because of lack of comprehension.

⁶ Syllabus MTs Darul Hikmah Pekanbaru 2013/2014, Pekanbaru (Unpublished)

The students are not able to speak English well because of some factors. To improve students' speaking skill, the teacher needs an appropriate strategy to be used as a solution in teaching and learning process. There is actually a technique, strategy, and even game that can help teacher to improve students' speaking skill. Actually, there is a technique that can be used to solve the students' speaking problem in which the technique is Dialogue Memorization Technique. Kenneth beare says that using dialogues can help students develop their conversation skills in common practice of most English classes.⁷ Finally, the writer is interested in conducting the research entitled **'The Effect of Dialogue Memorization Technique toward Speaking Skill of Second Grade Students at MTs Darul Hikmah Pekanbaru'**.

B. The Definition of the Terms

In order to avoid misunderstanding and misinterpreting about the terms used in this research, the writer provided the definition in the following terms:

1. Dialogue Memorization Technique

Dialogue memorization technique is a kind of technique that encourage students to speak by providing them short conversation between two people.⁸ To complete the activity, they should memorize the dialogue through mimicry and they also memorize their partner's lines. In other words, this technique can help the students to improve their speaking skill. So, in this research, the term of short dialogue memorizing technique refers to the activity that is done by students in

⁷ Kenneth Beare: English Dialogues : *Beginner's Dialogues*, retrieved from :(
<http://esl.about.com/od/businessenglishdialogues/a/b-dialogues.htm>,2011)

⁸ Diane.Larsen – Freeman. *Technique and Principles in Language Teaching*. (2nd Ed). (New York: Oxford University Press. 2000), P: 47

improving their speaking skill at the second grade students of MTs Darul Hikmah Pekanbaru.

2. Speaking Skill

Based on Oxford, Speaking is defined as to be able to use a language.⁹ Speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feelings, and manage in terms of who is to say what, to whom and about what.¹⁰ Speaking skill in this study means, the skill to arrange, understand and show up their idea orally of the second grade students at MTs Darul Hikmah Pekanbaru. In this study, the students are encouraged to speak by being given dialogue to be memorized by their pairs.

C. The Problem

1. The Identification of the Problem

After finding the problems, the writer identified the problems as follows:

- a. The students cannot produce some words or sentences, because lack of vocabulary.
- b. The students still use incorrect grammar in speaking.
- c. The students do not know how to pronounce some words correctly.
- d. The students cannot speak fluently.
- e. The students cannot infer the information, because of lack of comprehension.

⁹ Oxford, *Advanced Learner's Dictionary, International Student's Edition*, (Oxford: Oxford University Press, 2000), p. 414

¹⁰ David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, (Sydney: Prentice Hall, 1991), p.40

2. Limitation of the problem

To limit the problem in this research, the writer only discusses about speaking skill that consists of some aspects; accent, grammar, vocabulary, fluency and comprehension.

3. Formulation of the problem

- a. How is students' speaking skill taught without using the dialogue memorization technique of the second grade at MTs Darul Hikmah Pekanbaru ?
- b. How is students' speaking skill taught by using the dialogue memorization technique of the second grade at MTs Darul Hikmah Pekanbaru ?
- c. Is there any significant effect on students' speaking skill by using the dialogue memorization technique of the second grade at MTs Darul Hikmah Pekanbaru ?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out students' speaking skill taught without using dialogue memorization technique of the second grade at MTs Darul Hikmah Pekanbaru.
- b. To find out students' speaking skill taught by using dialogue memorization technique of the second grade at MTs Darul Hikmah Pekanbaru.
- c. To find out whether there is any significant effect of using dialogue memorization technique toward speaking skill of the second grade students at MTs Darul Hikmah Pekanbaru.

2. The Significance of the Research

- a. This research is expected to help the process of teaching-learning English, especially in speaking skill.
- b. This research is expected to provide the readers, teachers the information about dialogue memorization technique and speaking skill.
- c. This research is expected to motivate the students to improve their speaking skill.